

# Round Valley Elementary School

## 2023–24 School Accountability Report Card

### Reported Using Data from the 2023–24 School Year

#### California Department of Education

**Address:** 300 North Round Valley Road  
Bishop, CA , 93514-9632

**Phone:** (760) 387-2525

**Principal:**

Mrs. Danielle Torrance, Superintendent/Principal

**Grade Span:**

TK-5

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g, test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **Admission Requirements for the University of California (UC)**

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## **Admission Requirements for the California State University (CSU)**

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## About This School

### Mrs. Danielle Torrance, Superintendent/Principal

Principal, Round Valley Elementary School

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#### About Our School



Round Valley Joint Elementary School District has a long history in this rural community located outside Bishop and nestled in the Eastern Sierra. The school was originally established in 1871 to support mining families that had to live out of town. The rich traditions and culture of a small school have been valued by the community throughout its history. Round Valley is a TK-5th grade school with an average population of 70 students supported by seven teachers, two instructional aides and four support staff members. The school is a Basic Aide / Community Funded District that also receives funding through the School District of Choice Model which allows parents to choose an Interdistrict transfer. 35% of our student population travels over 15 miles to attend this well-respected school. Our student to teacher ratio is 11 : 1. Students are served by highly qualified teachers and instructional aides. The school has purchased the most recent adoptions in math and ELA which include intervention materials and materials designed to support English Language Learners. Students are regularly assessed both formatively and summatively and data is analyzed to target areas for support, including support for unduplicated students. One to one technology has been purchased to support all students in all grade levels. Recognized as a California Distinguished School in 1997 and again in 2020, Round Valley Elementary School is dedicated to promoting high academic and behavioral standards.

#### Contact

Round Valley Elementary School  
300 North Round Valley Road  
Bishop, CA 93514-9632

Phone: (760) 387-2525  
Email: [dtorrance@roundvalley.us](mailto:dtorrance@roundvalley.us)

## Contact Information (School Year 2024–25)

### District Contact Information (School Year 2024–25)

**District Name** Round Valley Elementary School  
**Phone Number** (760) 387-2525  
**Superintendent** Torrance, Danielle  
**Email Address** [dtorrance@roundvalley.us](mailto:dtorrance@roundvalley.us)  
**Website** [roundvalleyelementary.com](http://roundvalleyelementary.com)

### School Contact Information (School Year 2024–25)

**School Name** Round Valley Elementary School  
**Street** 300 North Round Valley Road  
**City, State, Zip** Bishop, CA , 93514-9632  
**Phone Number** (760) 387-2525  
**Principal** Mrs. Danielle Torrance,  
Superintendent/Principal  
**Email Address** [dtorrance@roundvalley.us](mailto:dtorrance@roundvalley.us)  
**Website** [Roundvalleyelementary.com](http://Roundvalleyelementary.com)  
**Grade Span** TK-5  
**County-District-School (CDS) Code** 14633056008809

Last updated: 11/13/24

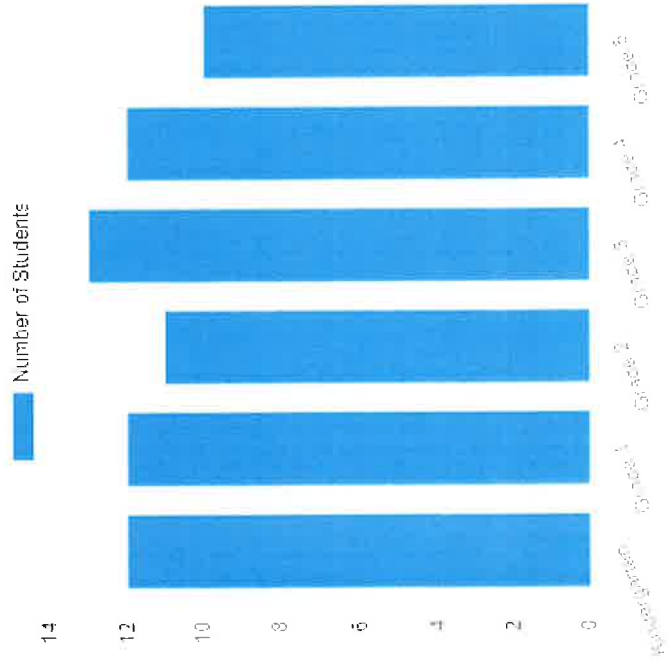
### School Description and Mission Statement (School Year 2024–25)

Round Valley Elementary School District, in partnership with its stakeholders, shall empower each student to achieve success and happiness by delivering a high standard, well-rounded educational program in outstanding facilities, utilizing effective technology, and well-educated personnel. To accomplish this vision, we strive to provide meaningful educational experiences that keep pace with our rapidly changing society. While teaching a balanced curriculum, the uniqueness of each student is embraced. We model and expect ethical behavior and create an atmosphere of tolerance. Our success depends upon a partnership shared amongst school, community, family, and child. Together it is our responsibility to support and develop the skills and qualities that lead to a confident, caring, life long learner.

Last updated: 11/13/24

### Student Enrollment by Grade Level (School Year 2023-24)

Grade Level	Number of Students
Kindergarten	12
Grade 1	12
Grade 2	11
Grade 3	13
Grade 4	12
Grade 5	10
Total Enrollment	70



Last updated: 11/13/24

**Student Enrollment by Student Group (School Year 2023–24)**

Student Group	Percent of Total Enrollment
Female	58.00%
Male	42.00%
Non-Binary	0.00%
American Indian or Alaska Native	7.20%
Asian	1.40%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	15.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	5.80%
White	58.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	1.40%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	36.20%
Students with Disabilities	20.30%

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Preparation and Placement (School Year 2020–21)**

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	100.00%	5.00	100.00%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	18854.30	6.86%
Total Teaching Positions	5.00	100.00%	5.00	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 11/13/24

## Teacher Preparation and Placement (School Year 2021-22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.00	100.00%	6.00	100.00%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	15831.90	5.67%
<b>Total Teaching Positions</b>	<b>6.00</b>	<b>100.00%</b>	<b>6.00</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/13/24



**Teacher Preparation and Placement (School Year 2022–23)**

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.00	100.00%	6.00	100.00%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	14303.80	5.15%
<b>Total Teaching Positions</b>	<b>6.00</b>	<b>100.00%</b>	<b>6.00</b>	<b>100.00%</b>	<b>277698</b>	<b>100%</b>

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 11/13/24*

**Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number	2022-23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

Last updated:9/26/24

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number	2022-23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Last updated:9/26/24

## Class Assignments

Indicator	2020–	2021–	2022–
	21	22	23
	Percent	Percent	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 9/26/24

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)**

Year and month in which the data were collected: 2023

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

Last updated: 11/13/24

## **School Facility Conditions and Planned Improvements**

The maintenance staff at Round Valley School is committed to keeping our facilities clean and in good repair. In addition, every effort is made to keep our campus safe and beautiful for the students, staff, and community. The buildings at Round Valley School were originally built in the early 1950's. All buildings are in good repair and are inspected annually. As indicated by the most recent Facility Inspection Tool (FIT) the school's systems, interior, cleanliness, electrical, restrooms / fountains, safety, structural, and external areas are in good condition with an overall rating of 99.73 % which is "Exemplary." In addition, the exterior of the school, including the well house, workshop, and shed, were repainted during the 2023 / 2024 school year.

*Last updated: 11/13/24*

## School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: December 2023

Overall Rating	Exemplary
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## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

Subject	School		District		State	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
English Language Arts / Literacy (grades 3-8 and 11)	58%	66%	58%	66%	46%	47%
Mathematics (grades 3-8 and 11)	52%	73%	52%	73%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

*Last updated: 11/13/24*



**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023-24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent	
				Not Tested	Met or Exceeded
All Students	34	32	94.12%	5.88%	65.63%
Female	19	18	94.74%	5.26%	72.22%
Male	15	14	93.33%	6.67%	57.14%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	17	16	94.12%	5.88%	75.00%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	14	14	100.00%	0.00%	42.86%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 11/13/24*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023-24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent	
				Not Tested	Met or Exceeded
All Students	34	33	97.06%	2.94%	72.73%
Female	19	18	94.74%	5.26%	72.22%
Male	15	15	100.00%	0.00%	73.33%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	17	17	100.00%	0.00%	82.35%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	14	14	100.00%	0.00%	64.29%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 11/13/24*

**CAASPP Test Results in Science for All Students  
 Grades Five, Eight and High School  
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School		District		State	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
Science (grades 5, 8, and high school)	--	--	--	--	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 11/13/24*

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent	
				Not Tested	Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 11/13/24

**Career Technical Education (CTE) Programs (School Year 2023–24)**

*Last updated: 11/13/24*

**Career Technical Education (CTE) Participation (School Year 2023–24)**

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 11/13/24*

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	--

*Last updated: 11/13/24*

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2023–24) Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 11/7/24



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

### Opportunities for Parental Involvement (School Year 2024–25)

The success of Round Valley Elementary School's students is the direct result of an extensive partnership with our community and our parents. Community support comes in many forms that include the donations of merchandise and services, the contribution of time from the many volunteers that help at our school on a regular basis, and even monetary donations.

Round Valley Elementary School has a very successful Parent Teacher Organization (PTO) which is instrumental in providing assistance in planning for: classroom activities, school assemblies and activities, fundraisers, and social events / celebrations for families. Parents are extremely valuable as classroom volunteers, during the Round Valley School Art Program, and with our Ski P.E. Program.

Parents and community members are always invited to attend monthly Board Meetings. The staff at Round Valley School deeply appreciate the tremendous support we receive from our community and parents. For upcoming opportunities for parent involvement, please call our office at (760) 387-2525.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

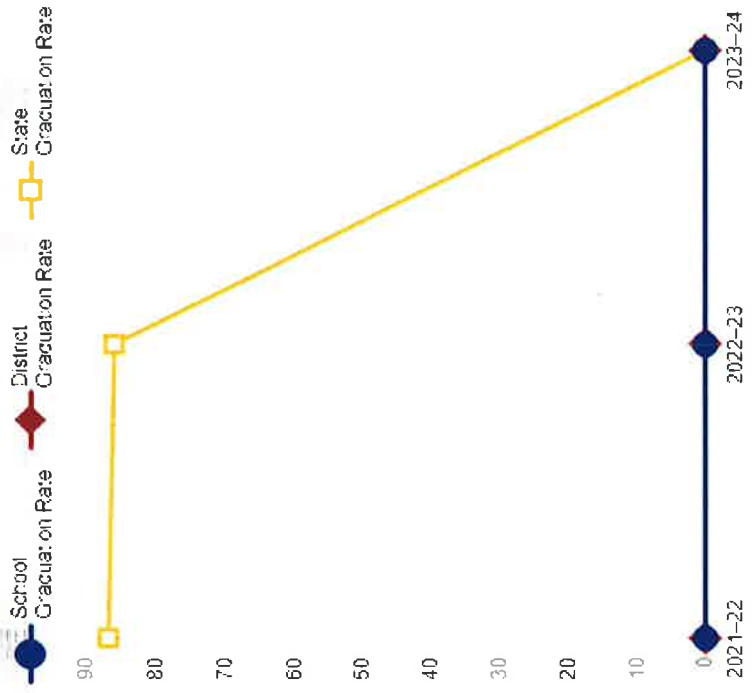
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

**Graduation Rate and Dropout Rate (Four-Year Cohort Rate)**

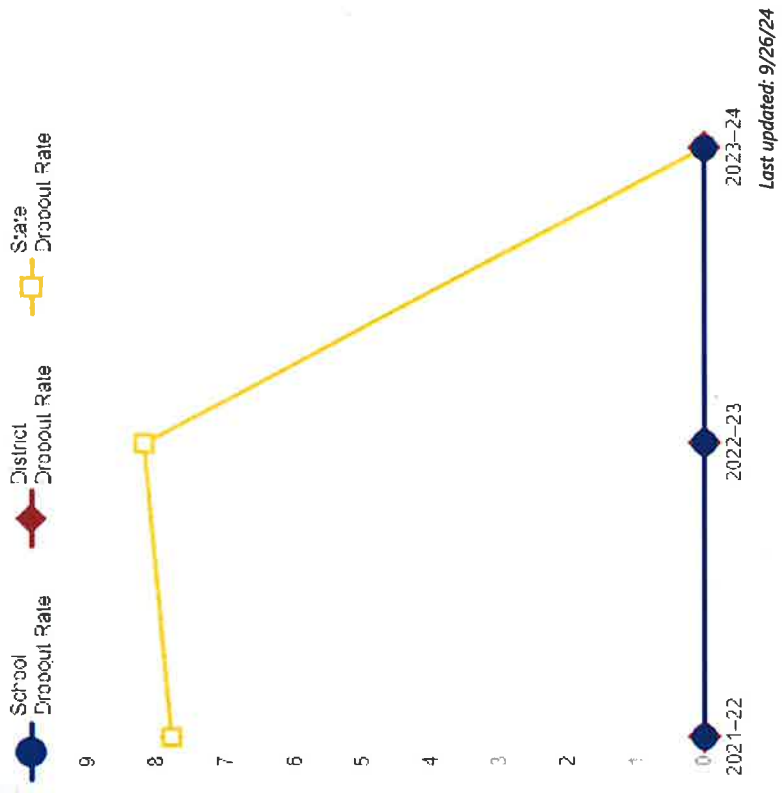
Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Graduation Rate							87.0%	86.2%	
Dropout Rate							7.8%	8.2%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

### Graduation Rates



### Dropout Rates



Last updated: 9/26/24

**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated:

**Chronic Absenteeism by Student Group (School Year 2023-24)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated:

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

Rate	School		District		State	
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
Suspensions	0.00%	0.00%	0.00%	0.00%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 9/26/24

**Suspensions and Expulsions by Student Group (School Year 2023–24)**

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated:

### **School Safety Plan (School Year 2024–25)**

Round Valley Joint Elementary School District takes the safety of our students and employees very seriously. The goal of the Comprehensive School Safety Plan is to provide information and direction for the planning, implementation, and evaluation of a safe, secure, and peaceful environment in which all students and staff may interact in the formal structure of schooling. Our Comprehensive School Safety Plan is approved by Round Valley Joint Elementary School's Governing Board Members yearly during the month of October. The plan is reviewed by educational partners including staff, our P.T.O. members, The Inyo County District Attorney's Office, and Cal Fire. The plan is reviewed by staff each September prior to beginning our monthly fire drills, two earthquake drills and two shelter in place / intruder drills. This year, on November 21, 2024, the Inyo County Sheriff's Department will conduct an internal training drill utilizing the Round Valley Campus. This drill serves to both improve their training and assess our preparedness. We continue to have coordinated lock down drills conducted with the Sheriff's Department. Lessons learned from these drills enhance our Security Plan and drive our work to improve safety. The Comprehensive School Safety Plan was last reviewed and approved on October 16, 2024.

*Last updated: 11/7/24*



## D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2021-22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	5.00	2		
1	11.00	1		
2	10.00	1		
3	9.00	1		
4	12.00	1		
5	7.00	1		
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2022-23)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	10.00	1	0	0
1	8.00	1	0	0
2	11.00	1	0	0
3	0.00	0	0	0
4	11.00	1	0	0
5	10.00	1	0	0
6	0.00	0	0	0
Other**	12.00	1	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2023-24)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021-22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022-23)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 9/26/24*

**Ratio of Pupils to Academic Counselor (School Year 2023–24)**

Title	Ratio
Pupils to Academic Counselor*	

\* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

*Last updated:*

**Student Support Services Staff (School Year 2023-24)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

\* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

\*\* "Other" category is for all other student support services staff positions not listed.

*Last updated:*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022-23)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$27449.57	\$7141.67	\$20307.91	\$72825.00
District	N/A	N/A	\$20307.91	\$72825.00
Percent Difference – School Site and District	N/A	N/A	20307.91%	72825.00%
State	N/A	N/A	\$10770.62	\$79413.00
Percent Difference – School Site and State	N/A	N/A	9537.29%	-6588.00%

Note: Cells with N/A values do not require data.

Last updated: 11/13/24

**Types of Services Funded (Fiscal Year 2023-24)**

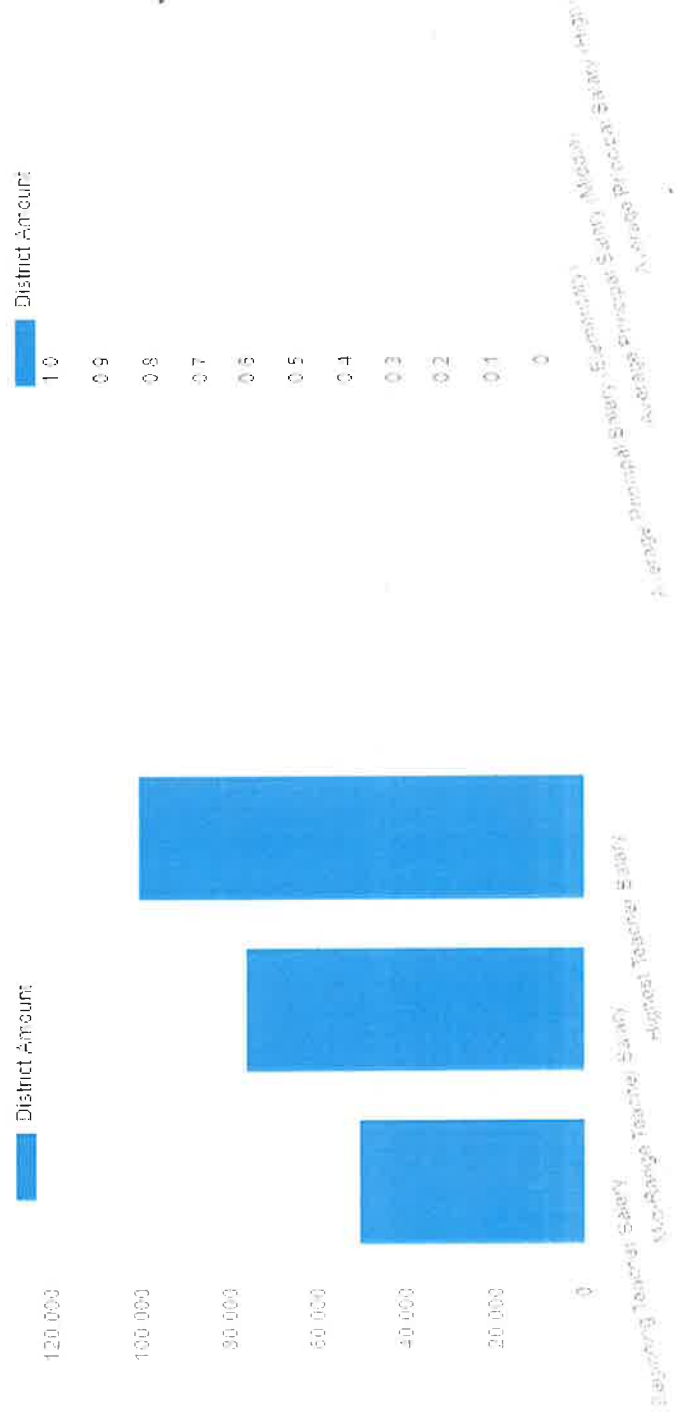
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Last updated: 11/13/24

**Teacher and Administrative Salaries (Fiscal Year 2022-23)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50756.00	\$51351.73
Mid-Range Teacher Salary	\$76658.00	\$80424.47
Highest Teacher Salary	\$101020.00	\$103442.06
Average Principal Salary (Elementary)	\$0.00	\$124851.67
Average Principal Salary (Middle)	\$0.00	\$135030.13
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$125855.00	\$145236.53
Percent of Budget for Teacher Salaries	0.31%	26.17%
Percent of Budget for Administrative Salaries	0.06%	6.29%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





**Advanced Placement (AP) Courses (School Year 2023–24)**

**Percent of Students in AP Courses %**

Subject	Number of AP Courses Offered*
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered*	

\* Where there are student course enrollments of at least one student.

*Last updated:*

**Professional Development**

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

*Last updated: 11/13/24*